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Derpädagogische Spatz.

Von den Examen.

Pi-pip! Nun hab' ich sie wieder geseh'n,
Die Buben all und die Mädchen,
Im Sonntagsstaate und weisheitsschwer!
Und alles ging, wie am Rädchen,
Scharf blitzte des Lehrers Auge im
Kreis,

Die Eltern nickten und flüsterten leis,
Es gähnte der Herr Visitor.

Pip-pip! Nicht alles, was aufmarschiert,
Schien mir nach Echtheit zu schmecken;
Oft musste der Schein den wahren Stand,
Das Wort die Sache verdecken!
Mich wundert, dass auf so leichte Art,
Man Eltern und Schulbehörden n. . . —
Ein Spatz sogar konnte es merken—Pip-
pip!

(Schweizerische Schulzeitung.)

Bücherschau.

I. Bücherbesprechungen.

The English language. An Introduction to the Principles which Govern its Right Use by Frederick Manley and W. N. Hailmann. Boston, C. C. Birchard & Co., 1903.

Considering the hundreds of grammars, that have been and are being thrown upon the educational market, one is apt to look with suspicion on the author who launches the, latest and best, language book upon the sea of text books for our common schools.

The authors of the "English Language" need make no apology for their appearance in the world of "Grammars"; their faculty of inserting the worn-out, dry-as-dust "grammar" of the old school-master, with new life and refreshing interest will make their publication welcome to the teachers as well as to the student.

Technical grammar has wisely been introduced rather sparingly and incidentally, but, instead the authors have seen fit to introduce a large number of practical exercise tending to stimulate the student to thought and awaken in him a feeling for the beautiful in our language.

One may take issue with the authors regarding the emphasis placed upon the philosophy of language and the psychology of thought expression in a text book intended for the use of pupils in grammar grades, but the manner in which their intentions have been carried out is surprisingly interesting and lucid.

Another very strong feature of the book is its refined literary and poetic tone. At every turn the learner meets with extracts from standard authors, making the exercises inspiring and stimulating and adding unto its value as an introduction to the study of the best in English literature.

The closing pages are devoted to "Composition"; a most excellent treatise on this most important, and at the same time most difficult part of the work of the practical teacher of English.

The book presents many new ideas both as to matter and method; it is distinctively poetical, it has a lofty purpose and its authors have not once swerved from the course in the accomplishment of their aim.

The Laurel Primer. By Wm. N. Hailman. Published by C. C. Birchard & Co.

The first thing that strikes the reader of "The Laurel Primer" is the unusual form of the book, it being much larger and more elaborately gotten up than the ordinary school-book. A wealth of illustrations, — pictures descriptive of the life of children, is a strong feature of the new primer. The illustrations by Marie Estelle Tufts emphasize the thought contained in the text, and in many cases the printed and written texts are inserted by the picture thus bringing the word and the thing it stands for into close and proper proximity. Mr. Hailman is to be congratulated on the clever manner in which he combines the best elements of various methods of teaching reading — the "sentence method, word method", and the old, old spelling methods are brought into service in this new book. "Alliteration", a prominent characteristic of the earliest literature of our race is a strong feature of Mr. Hailman's text. Possibly to much stress has been laid upon "alliterative phrases" as to sacrifice an easy and natural flow of words in the first lessons. Choice bits of children's literature, jingles from Mother Goose and other "*rhymes*" lend an extra charm to this altogether novel publication.

The words arranged in a progressive manner according to their difficulty have been chosen from the actual vocabulary of the child, and the stories will be found intensely interesting to the little ones.

The „suggestions to teachers“ which accompany the book contain much that will benefit the practical teacher. The many exercises indicated in its pages are the result of actual experience in the class room.

We are confident that the many new and fascinating features of the primer will gain for it a large circle of admirers.

H. D. H.

Commercial German. A complete course for use in Commercial Schools and in the Commercial Courses of High Schools. By *Arnold Kutner*, High School of Commerce, New York. New York, Cincinnati, Chicago, American Book Co.

A growing importance is attached to commercial education, undoubtedly due in part to the Spanish-American War; high schools are establishing commercial courses, universities are founding Schools of Commerce (possibly only re-grouping subjects long since taught), the National Government has heard the commercial cry and has wisely added to the Cabinet a portfolio of Commerce and Labor, and not to be outdone, Professor Kutner has caught the spirit of the age and has produced a book called „Commercial German“.

The author's plan is to introduce the student to the foreign language by means of its commercial vocabulary, presupposing no knowledge of German beyond an acquaintance with its language-signs and speech-sounds. This is, I fear, something that cannot be easily accomplished. Unless the teacher is very alert, the result might be a swarm of „counter-jumpers“ who could, with little self-confidence, talk nothing but wool, reciprocity, and pork. The author wisely attempts to combine the practical features with thoroughness of grammatical discipline. In Part I are to be found the elements of „commercial German“, covering about eighty pages, and „grammar tables“, covering something over thirty pages, while Part II consists of reading-selections that deal with German business customs and institutions, commercial correspondence, documents, advertisements, etc., and of an ample vocabulary. The advertisements, printed in the German style, will have a curious interest for students. The commercial correspondence partakes very much of the character of „ready-reckoners“ and „let-

ter-writers“. The clerk, when about to place an order for goods or to acknowledge the receipt of a check, can turn to the proper page and pick out his ready-made form. On the whole, however, there is much in the book to commend it. The author's purpose is praiseworthy, and the material he has compiled is instructive and interesting. I doubt, however, the feasibility of the plan. The weak point, in my opinion, lies in the attempt to start with commercial German. If students could have one or two years of general training in the language before taking up work of this kind, the result would be far more satisfactory.

How to Study Literature. A guide to the intensive study of literary masterpieces. By *Benjamin A. Heydrick*, A. B. (Harv.), Professor of English Literature, State Normal School, Millersville, Pa. Hinds & Noble, New York.

The fundamental principle of the author is sound, namely, that the aim of literary study is the appreciation and enjoyment of a literary masterpiece, and he states that the purpose of his manual is to facilitate the systematic, careful and appreciative study of literature as literature. The essence of the method is that it endeavors to concentrate the attention upon the text itself, not upon editorial explanation or comment, and that it furnishes means by which the student may ascertain for himself the chief characteristics of any piece of literature. Outlines are presented for the study of six literary types: in poetry, the epic, the lyric, and the drama; in prose, fiction, the essay, and the oration. Lists of critical terms are given which will aid the student to say exactly what he feels and means. Of course these outlines are only suggestive, but they furnish the student something definite and tangible to work upon. Any live teacher can modify or enlarge them to suit his own individual taste or the scope of his work.

Part II consists of six specimen studies which illustrate the principles and methods set forth in Part I. There is a brief appendix on figures of speech, and a longer one on versification. The treatment of these two subjects, figures of speech and versification, appears rather elementary, and is undoubtedly intended to be merely suggestive. It should be supplemented by consulting larger works on the subjects.

The book can easily be adapted for use in the study of literature in any language; it will certainly be found to be a valuable little aid.